



BATESBURG-LEESVILLE MIDDLE

425 Shealy Road

Batesburg-Leesville, South

Grades	6-8 Middle School	
Enrollment	427 Students	
Principal	Mrs. Angela Rye	803-532-3831
Superintendent	Dr. J Chester Floyd	803-532-4423
Board Chair	Cheryl Burgess	803-532-4423

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

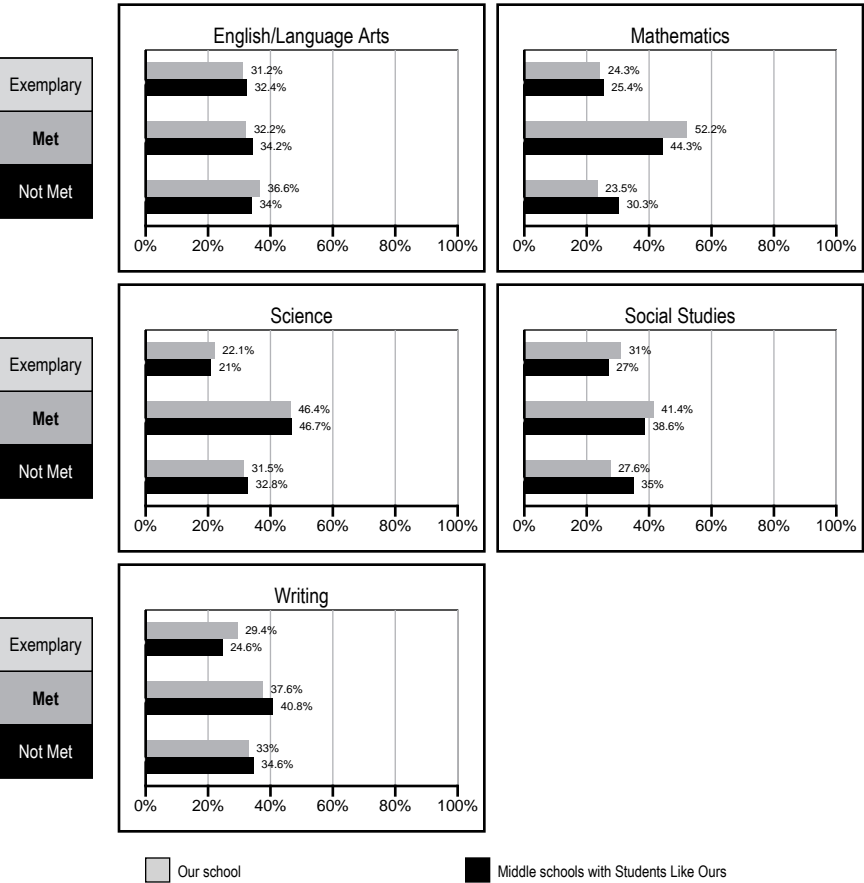
98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	8	43	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.2%	96.3%
English 1	92.5%	93.5%
Biology 1/Applied Biology 2	N/A	90.2%
Physical Science	N/A	82.6%
US History and the Constitution	N/A	N/A
All Subjects	93.9%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=427)				
Students enrolled in high school credit courses (grades 7 & 8)	86.9%	Up from 54.1%	24.5%	24.5%
Retention rate	0.7%	Down from 2.1%	0.9%	0.7%
Attendance rate	96.0%	Down from 99.9%	95.7%	95.9%
Served by gifted and talented program	16.0%	Up from 14.3%	18.2%	17.8%
With disabilities other than speech	10.7%	Down from 11.9%	9.4%	9.2%
Older than usual for grade	4.5%	Up from 3.9%	1.7%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.6%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Down from 63.6%	58.6%	60.0%
Continuing contract teachers	90.0%	Up from 84.8%	87.5%	82.6%
Teachers returning from previous year	85.7%	Down from 88.4%	84.6%	85.6%
Teacher attendance rate	95.5%	Up from 95.1%	95.3%	95.3%
Average teacher salary*	\$46,149	Up 2.2%	\$45,749	\$46,300
Professional development days/teacher	8.5 days	Up from 7.1 days	9.9 days	9.9 days
School				
Principal's years at school	3.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.3 to 1	21.1 to 1	21.5 to 1
Prime instructional time	90.9%	Down from 94.2%	89.9%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.4%	Up from 91.6%	96.7%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,940	Down 8.6%	\$7,484	\$7,634
Percent of expenditures for instruction**	64.7%	Up from 64.2%	62.7%	64.0%
Percent of expenditures for teacher salaries**	61.3%	Up from 61.0%	60.8%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

In 2011, Batesburg-Leesville Middle School was named a SC Palmetto Silver Award Winner with special recognition for Closing the Achievement Gap. BLMS also met 21 of 21 objectives under the federal requirements for Adequate Yearly Progress (AYP). These are outstanding accomplishments that all of our students, staff, and parents can celebrate!

As proud as we are of the progress being made at BLMS, we continue to narrow our focus and set high expectations for continued improvement. Our faculty has worked collaboratively to plan and implement high quality instruction and common assessments. Technology is utilized to enrich and support student learning in core and related arts classes. Extra time and support is available to every student through daily intervention time, morning and afterschool tutoring, and adult advocates. Additionally, we continue to provide academic and behavior incentives for students through Positive Behavioral Interventions and Supports (PBIS).

Other notable achievements include being selected to participate in the SC Department of Education's Target Literacy Pilot, having the BLMS Percussion Ensemble selected to perform at the SC Middle School Conference, and having thirteen girls be part of the first Girls on Track group at BLMS. Additionally, we implemented single gender classes in sixth and seventh grade this year. Our students also continued to grow in their service to the community with the Junior Beta Club Recycling efforts, and generous support for Hoops for Heart, Relay for Life, and 1221st Unit Soldier Project Service Opportunities.

The BLMS PTO and School Improvement Council have been integral in helping us communicate more effectively with parents and the community. Through PTO fundraising, an electronic sign was purchased to enable the school to communicate quickly and efficiently to anyone who drives by our school. We have also used the Powerschool Parent Portal, a site-based radio message that can be heard while on campus, and the Panthermonium newsletter to keep parents informed of school happenings.

We appreciate your continued support as we look ahead to next year. Working together will enable us to prepare BLMS students for the future now!

Angie Rye, Principal
Jennifer McInnis, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	104	69
Percent satisfied with learning environment	96.4%	78.6%	73.1%
Percent satisfied with social and physical environment	96.6%	85.4%	69.6%
Percent satisfied with school-home relations	89.3%	88.5%	64.7%

* Only students at the highest middle school grade level and their parents were included.

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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	414	100	37.1	32	31	74.9	79	82.4	No	Yes
Gender										
Male	216	100	42.4	30.5	27.1	71.4	76.9	78.7	N/A	N/A
Female	198	100	31.4	33.5	35.1	78.5	81.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	202	100	26.6	30.3	43.1	83	88.7	88.9	Yes	Yes
African American	183	100	46.6	34.8	18.5	66.9	68.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	25	100	50	25	25	66.7	79.7	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	55	100	86.3	7.8	5.9	29.4	41.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	42.1	26.3	31.6	68.4	83.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	287	100	45	32.8	22.1	69.4	73.1	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	413	100	23.9	51.9	24.2	86.3	84	81.9	Yes	Yes
Gender										
Male	216	100	26.6	49.8	23.6	84.2	83	79.9	N/A	N/A
Female	197	100	21.1	54.2	24.7	88.4	85.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	201	100	15.5	50.8	33.7	94.1	92.9	88.9	Yes	Yes
African American	183	100	32.6	53.4	14	78.7	74.7	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	25	100	25	54.2	20.8	83.3	84.4	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	55	100	64.7	33.3	2	52.9	55.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	31.6	42.1	26.3	78.9	85.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	286	100	30.4	53	16.7	81.9	78.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	281	100	31.7	46.3	22	68.3	65.7	68.6
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Gender

Male	150	100	34.3	39.9	25.9	65.7	65.8	68.3
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Female	131	100	28.8	53.6	17.6	71.2	65.6	68.9
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Racial/Ethnic Group

White	133	100	19.4	49.2	31.5	80.6	80	80.7
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African American	129	100	42.9	43.7	13.5	57.1	50.8	51.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	17	100	43.8	43.8	12.5	56.3	67.4	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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Disability Status

Disabled	41	100	68.4	26.3	5.3	31.6	33.3	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	11	100	46.2	30.8	23.1	53.8	65	60.7
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Socio-Economic Status

Subsidized meals	194	100	38.9	45.4	15.7	61.1	57.4	57.3
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Social Studies

All Students	276	100	27.9	41.2	30.9	72.1	70.8	72.5
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Gender

Male	135	100	29.4	38.9	31.7	70.6	71.3	72
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Female	141	100	26.5	43.4	30.1	73.5	70.4	73.1
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Racial/Ethnic Group

White	131	100	21.1	38.2	40.7	78.9	82.5	81
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African American	124	100	36.1	43.7	20.2	63.9	56.8	60
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	17	100	18.8	56.3	25	81.3	81	69.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
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Disability Status

Disabled	35	100	78.1	18.8	3.1	21.9	34.2	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	9	I/S	25	41.7	33.3	75	80	69.7
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Socio-Economic Status

Subsidized meals	192	100	31.1	43.3	25.6	68.9	63.8	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	116	99.1	33	37.6	29.4	67	63.9	73.2	96	95.8
Gender										
Male	67	98.5	37.7	34.4	27.9	62.3	56.2	67.2	96.1	95.8
Female	49	100	27.1	41.7	31.3	72.9	72.8	79.4	95.9	95.7
Racial/Ethnic Group										
White	60	100	20.4	44.4	35.2	79.6	77.7	81.5	95.7	95.4
African American	50	98	44.9	28.6	26.5	55.1	52.6	61.3	96.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.8	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	43.8	66.7	97.1	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.9	96.8
Disability Status										
Disabled	15	93.3	N/AV	N/AV	N/AV	7.1	14.3	26	95	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.9	65.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	78	98.7	39.7	38.4	21.9	60.3	53	63.2	95.6	95.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	34.8	46.4	18.8	65.2
	7	130	99.2	30.3	36.1	33.6	69.7
	8	160	100	40	32.9	27.1	60
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	156	100	38	32	30	62
	7	145	100	34.8	32.6	32.6	65.2
	8	113	100	38.7	31.1	30.2	61.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	37.7	44.2	18.1	62.3
	7	130	100	39.5	37.8	22.7	60.5
	8	160	99.4	33.8	48.1	18.2	66.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	156	100	26	54	20	74
	7	144	100	22.6	48.9	28.5	77.4
	8	113	100	22.6	52.8	24.5	77.4
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	41.2	51.5	7.4	58.8
	7	130	100	26.1	52.9	21	73.9
	8	83	98.8	8.9	36.7	54.4	91.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	44.7	50	5.3	55.3
	7	144	100	26.3	51.1	22.6	73.7
	8	57	100	27.3	29.1	43.6	72.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	21.4	45.7	32.9	78.6
	7	130	100	36.1	36.1	27.7	63.9
	8	77	98.7	29.7	37.8	32.4	70.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	100	14.9	55.4	29.7	85.1
	7	144	100	31.4	36.5	32.1	68.6
	8	56	100	37.3	33.3	29.4	62.7
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	36.2	43.5	20.3	63.8
	7	130	100	24.4	42.9	32.8	75.6
	8	156	100	27.8	46.4	25.8	72.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	116	99.1	33	37.6	29.4	67

Abbreviations for Missing Data

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